



Webber Elementary

140 Webber School

Eastover, South Carolina

Grades	PK-5 Elementary School	
Enrollment	337 Students	
Principal	Dorothy G. Ham	803-353-8771
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	Good
2005	Below Average	Good
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

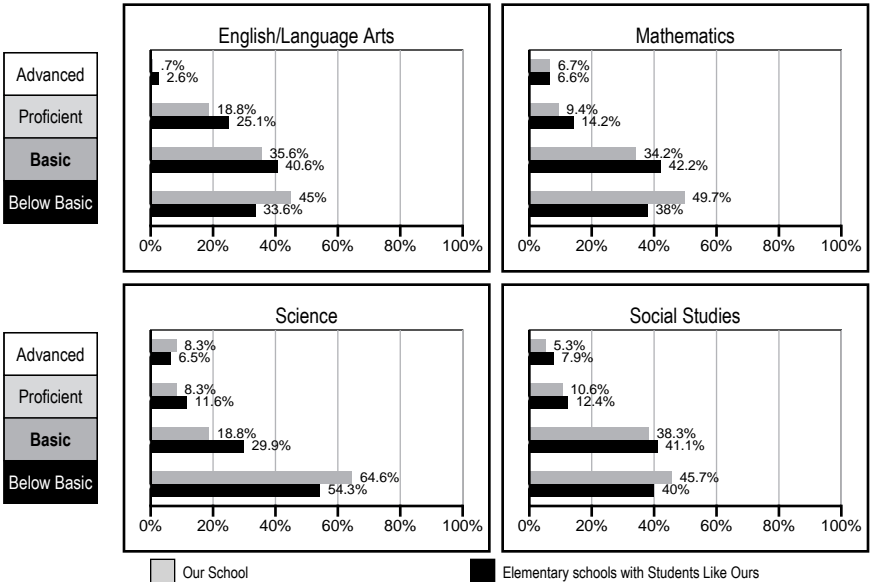
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=337)				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	1.6%	Up from 0.9%	3.1%	2.3%
Attendance rate	96.9%	Up from 96.8%	96.0%	96.3%
Eligible for gifted and talented	5.2%	No Change	3.4%	10.4%
With disabilities other than speech	9.0%	Up from 5.5%	7.8%	7.5%
Older than usual for grade	0.8%	Up from 0.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Up from 48.3%	54.4%	56.7%
Continuing contract teachers	55.2%	Up from 51.7%	69.6%	77.3%
Teachers with emergency or provisional certificates	5.6%	Up from 4.8%	0.0%	0.0%
Teachers returning from previous year	82.5%	Down from 83.2%	83.2%	86.4%
Teacher attendance rate	95.3%	Down from 97.8%	95.0%	94.9%
Average teacher salary	\$44,694	Up 1.1%	\$43,916	\$45,345
Professional development days/teacher	7.5 days	Down from 8.5 days	13.5 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.1 to 1	16.7 to 1	18.5 to 1
Prime instructional time	91.4%	Down from 93.8%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,425	Down 4.1%	\$8,115	\$7,052
Percent of expenditures for instruction*	77.6%	Down from 78.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	71.6%	Down from 71.7%	62.2%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This year has been the most challenging of years for Webber Elementary School. However, with that challenge the opportunity arose allowing us to examine existing programs and practices and put into place a plan of action that would bring back our pride of being a multiple Palmetto Award winning school. With plan in hand, and achieving the honor of being a second consecutive year Red Carpet School, we could see our plan coming into fruition.

Last year's student achievement data clearly pointed out the need for a higher level of focused instructional program. The content areas of English/language arts, math, and science all suffered a loss when compared to the previous year's PACT results. Low performing students and students who did not meet their time and progress goals in the school's SuccessMaker Lab last year were tightly scheduled at the beginning of the year to ensure that those goals would be met. Additionally, we optimized the use of existing technology and provided additional technology within the school and for use at home (the laptop lending program) as strategies in our efforts to move our students forward academically. We also identified students who were close to moving into the proficient and advanced categories of PACT and provided those students with additional instructional assistance in the after-school program with their homeroom teachers.

While securing and retaining high quality teachers is often difficult, the strong foundation of our faculty and staff has been committed to improving student achievement over the past ten years and they are to be commended for their efforts.

Our parents, PTA, SIC, and our business partners continue to be a source of unwavering support for school improvement at this community school. International Paper, INC. provides financial support to our classrooms as well as the monthly mentoring of individual students by way of their award winning Lunch Buddy Program. SCE&G, a newly acquired partnership, is growing increasingly supportive of our faculty and staff as they provide incentives for us throughout the year. We are so very grateful to these organizations.

And finally, to our Webber Elementary community, I challenge each of you to take an active role in securing the future of our school and the Eastover community. As parents, your support is our life line, and I invite you to stay visible, visit often, and help us as we continue our commitment to provide for our children the quality education each one of them deserves.

Mrs. Dorothy G. Ham
Principal

Yvonne Hall
SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	63	49
Percent satisfied with learning environment	96.6%	85.0%	85.7%
Percent satisfied with social and physical environment	93.1%	85.7%	79.6%
Percent satisfied with school-home relations	75.0%	90.3%	89.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	167	99.4	44.6	35.8	18.9	0.7	30.4	41.2	48.2	No	Yes
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Gender

Male	83	98.8	51.4	33.8	14.9	0	28.4	35	41.7	N/A	N/A
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Female	84	100	37.8	37.8	23	1.4	32.4	47.5	55	N/A	N/A
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Racial/Ethnic Group

White	12	100	18.2	45.5	36.4	0	45.5	73	60	I/S	I/S
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African American	153	99.4	46.7	35	17.5	0.7	29.2	33.3	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	38	97.4	82.9	14.3	2.9	0	8.6	14.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	150	99.3	46.6	35.3	17.3	0.8	28.6	31.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	167	100	49.7	34.2	9.4	6.7	24.2	34.9	45.8	No	Yes
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Gender

Male	83	100	52	30.7	9.3	8	25.3	33.8	45.6	N/A	N/A
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Female	84	100	47.3	37.8	9.5	5.4	23	35.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	12	100	18.2	45.5	18.2	18.2	54.5	71.2	59	I/S	I/S
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African American	153	100	52.2	33.3	8.7	5.8	21.7	25.8	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	38	100	83.3	11.1	5.6	0	5.6	12.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	150	100	50.7	35.1	9	5.2	21.6	24.6	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	108	100	64.6	18.8	8.3	8.3	16.7	25.3	35.7	96.9	96.1
Gender											
Male	59	100	69.1	18.2	9.1	3.6	12.7	26	37.4	96.4	95.8
Female	49	100	58.5	19.5	7.3	14.6	22	24.6	33.8	97.4	96.3
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	95	96.3
African American	100	100	67.4	16.9	9	6.7	15.7	16.4	17	97.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	90.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	29	100	92.6	3.7	3.7	0	3.7	8.9	14	96.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	93	100	67.1	18.3	6.1	8.5	14.6	15.1	21.1	96.8	95.8

Social Studies

All Students	109	99.1	45.7	38.3	10.6	5.3	16	27.2	34	96.9	96.1
Gender											
Male	49	100	54.8	31	7.1	7.1	14.3	28.1	36.6	96.4	95.8
Female	60	98.3	38.5	44.2	13.5	3.8	17.3	26.2	31.3	97.4	96.3
Racial/Ethnic Group											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	95	96.3
African American	100	99	46.6	38.6	9.1	5.7	14.8	18.2	19.1	97.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	90.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	17	100	80	13.3	6.7	0	6.7	9.7	14.4	96.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	100	99	48.3	40.2	8	3.4	11.5	16.8	21	96.8	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	54	100	26	32	38	4	42
	4	71	98.6	41.9	35.5	22.6	0	22.6
	5	42	100	40.5	47.6	11.9	0	11.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	98	47.8	32.6	19.6	0	19.6
	4	50	100	36.6	34.1	26.8	2.4	29.3
	5	66	100	47.5	39.3	13.1	0	13.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	54	100	48	36	12	4	16
	4	71	100	50.8	33.3	12.7	3.2	15.9
	5	42	100	35.7	47.6	14.3	2.4	16.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	61.7	34	4.3	0	4.3
	4	50	100	41.5	26.8	14.6	17.1	31.7
	5	66	100	45.9	39.3	9.8	4.9	14.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	27	100	76	24	0	0	0
	4	71	100	63.5	23.8	7.9	4.8	12.7
	5	21	100	61.9	33.3	0	4.8	4.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	100	87.5	8.3	4.2	0	4.2
	4	50	100	46.3	24.4	14.6	14.6	29.3
	5	32	100	71	19.4	3.2	6.5	9.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	27	100	20	40	32	8	40
	4	71	100	55.6	31.7	11.1	1.6	12.7
	5	21	100	66.7	23.8	4.8	4.8	9.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	69.6	30.4	0	0	0
	4	50	100	29.3	41.5	17.1	12.2	29.3
	5	34	97.1	50	40	10	0	10
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A--Not Applicable

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